DOCUMENT RESUME

ED 409 662 EC 305 704

TITLE	Teacher Resources Catalogue.
INSTITUTION	Alberta Dept. of Education, Edmonton. Special Educational Services Branch.
PUB DATE	97
NOTE	64p.
AVAILABLE FROM	Alberta Special Education Branch, 10th Floor East, Devonian Building, 11160 Jasper Avenue, Edmonton, AB T5K OL2; Canada; telephone: 403-422-6326; fax: 403-422-2039; on-line: http://ednet.edc.gov.ab.ca/lrdc
PUB TYPE	Reference Materials - Bibliographies (131) -- Multilingual/Bilingual Materials (171)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Counseling; *Disabilities; Educational Resources; Elementary Secondary Education; Ethnic Groups; Foreign Countries; French; French Canadians; Language Maintenance; Minority Groups; Optical Disks; *Special Education; *Special Needs Students; Videotape Recordings
IDENTIFIERS	Alberta

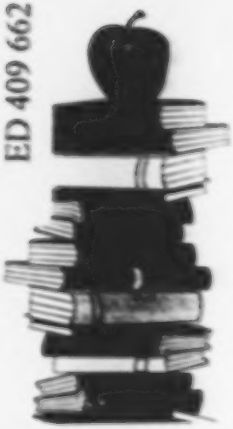
ABSTRACT

This annotated bibliography contains approximately 90 selected print and media resources to help Alberta (Canada) teachers implement special education programs. Items were selected to ensure that content fits the curriculum, the content is current, the conceptual level is appropriate, there is Canadian content, and controversial issues are treated appropriately. In the first section, items are grouped into the following areas of special needs: aboriginal, assessment, attention deficit hyperactivity disorder, awareness, behavior disorders, deaf or hard of hearing, developmental disabilities, early childhood services, fetal alcohol syndrome, gifted and talented, information and legal aspects, integration, interagency collaboration, learning disabilities, physical disabilities, programing for students with special needs, reading, social skills, and visual impairments. Additional sections describe resources in guidance and counseling, resources in French (with French descriptions), videos, and laser disks. Order information and an order form are also included. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Teacher Resources Catalogue

ED 409 662



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

G. Millar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

- ✓ Learning Disabilities
- ✓ Attention-Deficit/ Hyperactivity Disorder
- ✓ Gifted and Talented
- ✓ Deaf or Hard of Hearing
- ✓ Visual Impairments
- ✓ Developmental Disabilities
- ✓ Fetal Alcohol Syndrome
- ✓ Behaviour Disorders
- ✓ Guidance and Counselling
- ✓ Resources in French
  (Vous retrouverez aussi des ressources disponibles en français)

Special Education Branch

1997

Alberta EDUCATION

Sp.Ed

EC 305704

ALBERTA EDUCATION CATALOGUING IN PUBLICATION

Alberta. Alberta Education. Special Education Branch.
Teacher Resources Catalogue

Former title: Resources for special education and guidance & counselling: an annotated list

ISSN: 1182-7726

1. Special education — Alberta — Bibliography. 2. Special education literature — Bibliography. 3. Educational counselling — Alberta — Bibliography. I. Title. II. Title: Resources for special education and guidance & counselling: an annotated list

LC3984.2.A3.A333 1997 371.9

This document is intended for:

Teachers	✓
Counsellors	✓
Administrators	✓
General Public	✓

This annual edition was prepared by the Special Education Branch. The branch gratefully acknowledges the contributions of ACCESS Network, the Learning Resources Distributing Centre and the Language Services Branch.

Copyright © 1997, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Edmonton, Alberta. Permission is given by the copyright owner to reproduce this document for educational purposes and on a non-profit basis.

What's New

This icon highlights any new titles. New!

Website Access

In order to improve your access we have placed this catalogue on the Alberta Education website:
http://ednet.edc.gov.ab.ca

Order Information

The Learning Resources Distributing Centre now offers on-line ordering which is available on this site:
http://ednet.edc.gov.ab.ca/lrdc

Reproducible order forms are at the back of this catalogue.

Feedback

e-mail: smukai@edc.gov.ab.ca

☎ (403) 422–6326
Toll-free RITE☎ 310–0000 (in Alberta only)
Fax (403) 422–2039
Special Education Branch
10th Floor East, Devonian Building
11160 Jasper Ave.
Edmonton, AB T5K 0L2

SPECIAL NEEDS

Aboriginal 1
Assessment 2
Attention-Deficit/Hyperactivity Disorder 4
Awareness 6
Behaviour Disorders 8
Deaf or Hard of Hearing 10
Developmental Disabilities 12
Early Childhood Services 13
Fetal Alcohol Syndrome 14
Gifted and Talented 15
Information and Legal 17
Integration 21
Interagency Collaboration 23
Learning Disabilities 24
Physical Disabilities 26
Programming for Students with Special Needs 27
Reading 30
Social Skills 31
Visual Impairments 34

GUIDANCE & COUNSELLING 35

RESSOURCES EN FRANÇAIS 41

VIDEOS 46

LASER DISCS 51

TITLE INDEX 52

ORDER INFORMATION

ACCESS Order Information 55
Special Education Branch Order Form 56
LRDC Order Information ..... Inside back cover

INTRODUCTION

The resources in this catalogue support the implementation of special education programs.

Alberta Education follows a rigourous review process before including titles in this catalogue. This is to ensure:

- content fits the curriculum
- the resource is current
- the conceptual level is appropriate
- there is Canadian content
- the resource reflects appropriate treatment of controversial issues.

These resources meet our standards with respect to curriculum fit and instructional design.

The cost and availability of each title is indicated.

Reproducible order forms are found at the back of the catalogue.

ABORIGINAL

Handbook for Aboriginal Parents of Children with Special Needs
By the Special Education Branch/Native Education Project

New!

LRDC / Order #TBA / $TBA / ECS–Grade 12

This handbook was written to help parents become more aware of educational issues for students who live on or off reserves. Areas of interest include: parent rights, Alberta Education requirements for special education, and roles and responsibilities of parents and other family members, community members and school staff members.

Native Awareness: Behind the Mask Video
See page 47.

Native Library Resources for Elementary, Junior and Senior High Schools
By the Alberta Native Education Project
(Currently under revision)

ECS–Grade 12

This bibliography contains resources which were evaluated by a team of practising Native teachers. It is divided into four sections:

- Native Education Project Books
- Division I & II: Elementary Level
- Division III & IV: Junior and Senior High Level
- Audiovisual: Elementary, Junior High, Senior High and Teacher Reference.

Available free of charge from the Alberta Native Education Project, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2; Telephone: (403) 427–2043; Fax: (403) 422–5256.

ASSESSMENT

Assessment and Consultation Services for Sensory Impaired Multi-Handicapped, Severely Emotionally Disturbed (Autistic), Severely Language Disordered (Aphasic) Students (1989)
By the **Special Education Branch**

Special Education / SN/C / ECS–Grade 12

This four page monograph provides information about three specialized consulting teams in Grande Prairie, Edmonton and Calgary. These assessment teams help local school jurisdictions provide educational services for students who qualify for service based on the team's mandate. Student eligibility criteria are described.

Promising Assessment Models and Practices (1994)
By the **Special Education Branch**

LRDC / Order #281155 / $4.35 / ECS–Grade 12

This document presents exemplary models of assessment currently used in Alberta schools. Part I includes collaborative assessment models, Part II describes promising assessment practices and Part III features Education Quality Indicators assessment initiatives. Comprehensive assessment practices from school jurisdictions in the United States are also presented.

Standards for Psycho-educational Assessment (1994)
By the **Special Education Branch**

LRDC / Order #281163 / $4.05 / ECS–Grade 12

This monograph describes an assessment process to follow once a concern is identified, the ethical principles that guide psycho-educational assessment and the expectations and standards established by Alberta Education for psycho-educational assessment.

ASSESSMENT

Understanding Students' Needs: A Guide for Developing and Implementing Assessment Procedures for Students Encountering Educational Challenges (1993)
By the **Special Education Branch**

LRDC / Order #261909 / $9.90 / ECS–Grade 12

This manual helps administrators, specialists and teachers better understand the process of assessment in order to develop and implement effective programs for students with special needs. It guides readers through assessment issues and helps them develop programs and policies specific to their needs.

ABC's for Success: Attention Deficit Disorder (1995)
By **Dwaine and Dianna Souveny**
Red Deer, AB: Children's Services Centre

LRDC / Order #294497 / $14.50 / ECS–Grade 6

ABC's for Success is an approach that promotes positive behaviours in elementary students with attention deficit disorder.

A — adaptations maximize the opportunity for students to achieve success
B — beliefs build upon students' strengths and current abilities
C — consequences teach students the desired behaviours and motivate students to display them at appropriate times
S — self-control develops students' skills and desire to independently display the behaviour.

This resource also includes strategies for parents.

ADD Hyperactivity Handbook for Schools (1992)
By **Harvey C. Parker**
Florida: Impact Publications

LRDC / Order #294504 / $29.00 / ECS–Grade 12

This handbook provides educators with the tools needed to identify, evaluate and teach students with ADD. The first six chapters include a description and the causes of ADD, methods of assessment and a review of medical treatments. The remaining seven chapters contain useful teaching strategies including: providing accommodations in the classroom, step-by-step information to implement helpful classroom interventions, how to handle common behaviour problems of ADD students and information about individualized program plans. Reproducible student worksheets are also included.

Answers to ADD, The School Success Tool Kit: Video (1992)
See page 46.

Video

Don't miss our video section, pages 46–50.

Educator's In-Service Program on Attention Deficit Disorders (1992)
By **Mary Fowler**
Florida: C.H.A.D.D. (Children and Adults with ADD)

LRDC / Order #300997 / $182.15

An inservice package intended for use with educators and other professionals involved with the treatment and/or education of students with attention deficit disorder (ADD). The package includes an inservice script accompanied by colour transparencies and a copy of the *C.H.A.D.D. Educator's Manual*. The educator's manual provides an in-depth look at ADD. It includes a definition of ADD, and sections on understanding educational implications, identification and assessment protocols, intervention practices and problem-solving techniques.

How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems and Hyperactivity (1993)
By **Sandra F. Rief**
New York: Centre for Applied Research in Education

LRDC / Order #294538 / $50.90 / Grades 1–9

This resource contains practical strategies for helping students with ADD/ADHD. It is organized into 30 comprehensive sections on such topics as:

- what is ADD/ADHD?
- comprehensive treatment program for ADD/ADHD
- preventing behavioural problems in the classroom
- preventing problems during transitions
- attention: getting it, focusing it, keeping it
- how to teach students organization and study skills
- language arts, written language and mathematics strategies
- advantages of cooperative learning
- learning styles
- communication with parents and mutual support
- what about kindergarten?
- challenge of middle and junior high school
- exemplary model programs.

AWARENESS

Awareness Series (1995)
By the **Special Education Branch**

LRDC / Order #295578 / $4.80 / Grades 1–12

This series of 15 information brochures helps teachers, students and parents handle extraordinary learning and medical conditions in the classroom. Each brochure includes a brief definition, identifiable symptoms, general classroom management strategies and contacts. The topics include:

- allergies
- asthma
- autism
- cerebral palsy
- deafness and hearing loss
- diabetes
- Down's syndrome
- emotional disturbances
- epilepsy
- fetal alcohol syndrome
- learning disabilities
- muscular dystrophy
- spina bifida
- Tourette syndrome
- visual impairments.

Reproducible!

Discover Together: An Active Learning Program on Disability Awareness for Children From Age 5 to 13 (1992)
By **Human Resources Development**

ECS–Grade 8

This resource helps teachers introduce students to a variety of disability issues. *Discover Together . . .* (print and audiotape) outlines the philosophy and goals of the program, provides suggestions for teacher preparation, offers sample lesson plans for each of six disability units and provides suggestions for activities to enhance the lessons.

Order directly from Human Resources Development, Status of Disabled Persons Program, 25 Eddy Street, Suite 100, Hull, PQ, K1A 0M5; Telephone: (819) 997–2412.

Native Awareness: Behind the Mask Video
See page 47.

Native Library Resources for Elementary, Junior and Senior High Schools
(Currently under revision)
By **Alberta Native Education Project**

ECS–Grade 12

This bibliography contains resources which were evaluated by a team of practising Native teachers. It is divided into four sections:

- Native Education Project Books
- Division I & II: Elementary Level
- Division III & IV: Junior and Senior High Level
- Audiovisual: Elementary, Junior High, Senior High and Teacher Reference.

Available free of charge from the Alberta Native Education Project, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2; Telephone: (403) 427–2043; Fax: (403) 422–5256.

BEHAVIOUR DISORDERS

Behavior Challenges: A Shared Approach (1992)
By the **Special Education Branch**

LRDC / Order #233891 / $6.50 / ECS–Grade 12

This document is for school counsellors, psychologists and/or special education personnel trained to assess and intervene where behaviour difficulties are suspected. They may use the information in a cooperative effort with students, parents, teachers and administrators. Checklists are provided in a number-rating format to encourage discussion, but are not intended to yield quantitative scores that indicate the presence or absence of a difficulty. The objective is to identify and explore the possible causes of perceived behaviour difficulties. Educators are given specific strategies for dealing with these behaviours in the classroom.

Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)
By the **Special Education Branch**

LRDC / Order #161216 / $10.65 / ECS–Grade 12

This manual is a practical resource document for the classroom teacher. The contents describe mild to severe behaviour disorders, assessment and treatment methods. Three forms are included:

- an identification checklist and summary form
- an assessment and program planning form for students with moderate behaviour disorders
- an assessment and program planning form for students with severe behaviour disorders.

Examples are included and blank forms may be duplicated.

BEHAVIOUR DISORDERS

Classroom Behavior: Detecting and Correcting Special Problems (1989)
By **Frank J. Sparzo and James A. Poteet**

LRDC / Order #153792 / $25.10 / Grades 1–12

Classroom Behavior . . . is designed to enable the teacher to translate principles of behaviour change into practical classroom strategies. Part one presents general concepts for changing behaviour and outlines a basic plan for increasing and reducing certain behaviours. The plan includes nine steps: define behaviour, observe and record behaviour, set attainable goals, identify potential rewards, select procedures, rehearse procedures, implement a plan, monitor results and maintain gains. Part two contains specific suggestions for responding to behaviour problems which fall into categories relating to school and academic tasks, verbal behaviour, aggression, dishonesty, social interaction, immaturity, sense of self and body, and personal habits.

Improving Classroom Behavior: A Preventative Approach (1992)
See page 51.

Laser Disc

Meeting the Challenge: Serving the Behaviorally Disordered (1989)
See page 47.

Video

ACCESS orders:
☎ (403) 440–7729
Fax: (403) 440–8899

15

Awareness Series — Deafness and Hearing Loss (1995)
See page 6.

Educational Unit on Deafness for Hearing Students (1990)
By the **Special Education Branch**

LRDC / Order #170332 / $3.15 / Grades 7–9

This resource provides an introduction to deafness, including types of hearing loss, causes of deafness and misconceptions hearing people have about deafness. It also includes a brief history of the Alberta School for the Deaf and a section on famous deaf Canadians. A quiz, "What Do You Know About the Deaf?" and a manual alphabet are also included.

Language Arts Programming Suggestions for Hearing Impaired Students in Elementary Schools (1989)
By the **Special Education Branch**

LRDC / Order #170473 / $6.10 / Grades 1–6

This monograph helps program-planning teams develop language arts programs for students who are deaf or hard of hearing in regular classrooms. It points team members toward appropriate instructional approaches and includes resources that may be beneficial.

Let Your Fingers Do the Talking: Deaf Awareness Revised Edition (1987)
See page 51.

Laser Disc

DEAF OR HARD OF HEARING

Teaching Students who are Deaf or Hard of Hearing (1995)
Book 4 of the *Programming for Students with Special Needs* series
By the **Special Education Branch**

LRDC / Order #292889 / $8.25 / ECS–Grade 12

Book 4 of the *Programming for Students with Special Needs* series includes information on:

- the nature of hearing loss
- various communication systems
- program planning and teaching strategies
- amplification and educational technologies
- troubleshooting hearing aids and FM systems.

For information on the *Programming for Students with Special Needs* series, see pages 27–29.

Essential and Supportive Skills for Students with Developmental Disabilities (1995)
Book 2 of the *Programming for Students with Special Needs* series
By the **Special Education Branch**

LRDC / Order #292863 / $13.00 / ECS–Grade 12

Includes developmental checklists for communication skills, gross and fine motor skills, as well as charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development). Replaces the Alberta Education curricula (1983) for educable mentally handicapped, trainable mentally handicapped and dependent mentally handicapped students.

For information on the *Programming for Students with Special Needs* series, see pages 27–29.

Step-by-Step: Easy to Read Recipes With Delicious Results (1990)
By **Dorothy Elliott**
Olds, AB: SAGE Publishing

LRDC / Order #153825 / $9.10 / ECS–Grade 12

Designed for teaching cooking skills, this book contains simple vocabulary and illustrations for step-by-step cooking. It is divided into three sections: no-heat cooking, oven recipes and stove-top recipes. The book also includes checklists, safety rules, rules for cleanliness, how to measure, utensils and how to use a mixer.

ECS Program Unit Funding: A Handbook for ECS Operators (Annual)
By the **Special Education Branch**

Special Education / SN/C / ECS

This handbook is written to help Early Childhood Services (ECS) operators apply for Program Unit Funding. It explains how ECS children with severe disabilities receive assistance from teachers, special needs assistants, parents and support agency personnel.

The handbook provides information on completing Program Unit Funding applications and is divided into the following sections:

- Understanding the Context for Program Unit Funding
- Recognizing Basic Requirements for Program Unit Funding
- Completing the Necessary Forms for Program Unit Funding
- Making a Declaration for Program Unit Funding.

Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related Effects
By the **Special Education Branch**

New!

LRDC / Order #TBA / STBA / Grades 1–12

This monograph provides educators with a basic understanding of characteristics associated with fetal alcohol syndrome (FAS) and possible prenatal alcohol-related effects (PPAE). The sections include:

- a general overview of the diagnostic procedures
- the prevalence of FAS and PPAE
- the physical, educational and behavioural characteristics
- specific strategies designed to enhance the educational, social, behavioural and psychological development of students with FAS and PPAE
- an annotated list of other teaching resources.

Accommodating Student Differences: A Resource for Teaching Gifted and Talented Children (1991)
By the **Special Education Branch**

LRDC / Order #162008 / $13.95 / Grades 1–9

Accommodating Student Differences . . . is intended to accompany the resource manual *Educating Gifted and Talented Students in Alberta.* It is made up of four teaching units.

- Unit one, "Primarily Puppets," uses puppets to develop creativity in students in Grades 1–3 in the subject areas of language learning, drama and art. This unit also draws from teaching areas of personal growth, communication, planning and leadership.
- Unit two, "Munch on Munsch," focuses on the development of independent study through the areas of language learning, art, music and mathematics in Grades 1–3. It also focuses on the development of leadership and social skills in Grades 4–6.
- Unit three, "Clean Up Your Act," helps students in Grades 4–6 apply critical thinking skills to the concept of waste management.
- Unit four, "Signed, Sealed and Delivered," use letters from history and literature to encourage the development of communication skills for students in Grades 7–9. This unit also provides opportunities for critical thinking, creativity and personal growth.

Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers (1986)
By the **Special Education Branch**

LRDC / Order #161191 / $11.65 / Grades 1–9

This document is written for school personnel and addresses key concepts relating to giftedness; e.g., definitions, identification, characteristics, program planning, evaluation and curriculum models. This resource will be replaced in mid-1998 by *Teaching Students who are Gifted and Talented,* Book 7 of the *Programming for Students with Special Needs* series.

Serving the Gifted and Talented (1987, 1988) Video
See page 48.

Teaching Students who are Gifted and Talented
(Expected release date mid-1998)
Book 7 of the *Programming for Students with Special Needs* series
By the **Special Education Branch**

LRDC / Order #TBA / STBA

Currently under development in collaboration with the Calgary Board of Education.

For information on the *Programming for Students with Special Needs* series, see pages 27–29.

Guide to Education for Students with Special Needs
By the **Special Education Branch**

Special Education / $N/C / ECS–Grade 12

This guide sets out Alberta Education's requirements and expectations for the development and delivery of programs for students with special needs.

This document is available on the Alberta Education website: http://ednet.edc.gov.ab.ca

Individualized Program Plans (1995)
Book 3 of the *Programming for Students with Special Needs* series
By the **Special Education Branch**

LRDC / Order #292871 / $7.10 / ECS–Grade 12

This resource describes a process for IPP development and includes strategies for involving parents. It provides information on writing long-term goals and short-term objectives. Forms and checklists are included to assist in planning. Transition planning is also addressed, along with case studies and samples of completed IPPs.

For information on the *Programming for Students with Special Needs* series, see pages 27–29.

Partners During Changing Times: An Information Booklet for Parents of Children with Special Needs (1996)
By the **Special Education Branch**

Special Education / SN/C / ECS–Grade 12

This information booklet for parents of children with special needs provides a general overview of how parents can be involved in the education of their children. It outlines the roles and responsibilities of parents, the school's rights and responsibilities, relevant legal parameters and funding sources to support the delivery of special education programs and services.

Promising Practices in Service Coordination
By the **Special Education Branch**

Special Education / SN/C / ECS–Grade 12

This series highlights exemplary service coordination initiatives involving schools in Alberta.

1996:
- 1:1 Initiative Offers One-stop Shopping for Children's Services
- 1:2 Youth Team Provides Coordinated Service Delivery
- 1:3 Project Provides Direct Therapy for Students with Special Needs
- 1:4 School Teams Embrace Coordinated Community Effort in Helping Students
- 1:5 Connections: Facilitating Liaisons Between Home, School, Family and Community

Promising Practices in Special Education
By the **Special Education Branch**

Special Education / SN/C / ECS–Grade 12

This series highlights exemplary programs, practices, ideas and techniques currently used in Alberta schools.

1996: GENERAL

- 1:1 Program Helps Students Take Ownership for Their Learning
- 1:2 School Highlights Strengths of Each Student
- 1:3 Implementing a District Policy for Medical Treatment of Students

LIFE-THREATENING ALLERGIES

- 2:1 Allergy-free Zone Protects Student
- 2:2 Students with Anaphylaxis: Welcoming Parent-led Initiatives
- 2:3 Success Begins with a School-wide Commitment
- 2:4 Educating Students with Severe Multiple Allergies
- 2:5 Using a Collaborative Approach to Educating Students with Severe Anaphylaxis

INCLUSION

- 3:1 Staff Flexibility Ensures the Success of All Students
- 3:2 The "A-Team" Works at Jennie Emery Elementary School
- 3:3 Wild Rose Staff Lead Way to Inclusion
- 3:4 Behaviour Improvement Class (BIC) is Solid Gold!
- 3:5 Experiments Pay Off in Science

1997: GIFTED AND TALENTED
Under development

Young Offender Information Sharing Protocol (1996)
By **Alberta Education and Alberta Justice**

Special Education / SN/C

The protocol provides a provincial framework for the exchange of information between youth justice and school officials concerning students who have young offender status. It documents the obligations and procedures for the disclosure, security, storage and destruction of information. It has been jointly developed by the staff of Alberta Education and Justice in consultation with the Alberta School Boards Association, The Alberta Teachers' Association and the College of Alberta School Superintendents.

This document is available on the Alberta Education website:
http://ednet.edc.gov.ab.ca

Exceptions: A Handbook of Inclusion Activities for Teachers of Students at Grade 6–12 with Mild Disabilities (2nd edition) (1988–1994)
By **Deborah A. Murphy et al.**
Longmont, CO: Sopris West

LRDC / Order #284555 / $27.05 / Grades 6–12

This handbook is filled with techniques, practical tools and activities to help regular classroom teachers deal with students with mild disabilities. *Exceptions . . .* helps provide mainstreamed students with survival skills in four basic areas: reading, mathematics, language learning and study skills. It also provides adaptive techniques that enable the teacher to modify regular instructional approaches and materials to accommodate the student. It includes checklists, planning forms and a variety of adaptive techniques for modifying instruction.

Instructional Strategies for Students with Special Needs (2nd edition) (1995)
By **Carol Crealock and Dan Bachor**
Scarborough, ON: Allyn and Bacon

LRDC / Order #313510 / $50.90 / Grades 1–12

This second edition of *Instructional Strategies for Children with Special Needs* presents current issues in education for special needs students in Canada. Chapters include information about decision-making, self-concept and affective education, assessment and intervention for interfering behaviours. Four chapters address cognitive, mathematics, reading and writing strategies. The final chapters deal with computer technology, secondary school issues, adults with special needs, and multicultural and Native education.

On Cue II: The Integration of Students with Special Needs (1992)
See page 47.

Video

Promising Practices in Special Education
By the **Special Education Branch**

Special Education / SN/C / ECS–Grade 12

This series highlights exemplary programs, practices, ideas and techniques currently used in Alberta schools.

1996: INCLUSION
- 3:1 Staff Flexibility Ensures the Success of All Students
- 3:2 The "A-Team" Works at Jennie Emery Elementary School
- 3:3 Wild Rose Staff Lead Way to Inclusion
- 3:4 Behaviour Improvement Class (BIC) is Solid Gold!
- 3:5 Experiments Pay Off in Science

Towards Inclusive Education (1993)
See page 49.

Video

Don't miss our complete listing of videos, pages 46–50.

Art of Working Together: A Guide to Interorganizational Coordination in the Community (1993)
By the **Special Education Branch**

LRDC / Order #247719 / $7.50 / ECS–Grade 12

An extensive study was conducted across the province to determine how successful interdepartmental and interagency coordination is in Alberta. This guide is a tool for managers or staff who wish to coordinate activities among their own organizations or agencies and others with similar interests, objectives or goals.

Promising Practices in Service Coordination
By the **Special Education Branch**

Special Education /SN/C / ECS–Grade 12

This series highlights exemplary service coordination initiatives involving schools in Alberta.

1996:
- 1:1 Initiative Offers One-stop Shopping for Children's Services
- 1:2 Youth Team Provides Coordinated Service
- 1:3 Project Provides Direct Therapy for Students with Special Needs
- 1:4 School Teams Embrace Coordinated Community Effort in Helping Students
- 1:5 Connections: Facilitating Liaisons Between Home, School, Family and Community

Awareness Series — Learning Disabilities (1995)
See page 6.

How Difficult Can This Be? Understanding Learning Disabilities: The F.A.T. City Workshop (1989)
Video
See page 46.

Teacher Alert System: A Guide for Teacher Managed Assessment of Students who are "at Risk" of School Failure (1991)
By the **Special Education Branch**

LRDC / Order #162016 / $9.80 / ECS–Grade 12

Teacher Alert System (TAS) helps teachers identify students who might be at risk of school failure. The behavioural index lists behaviours of concern and guides teachers to indicators and checklists in the following areas:

- family and welfare issues (abuse and neglect, sexual abuse)
- school and classroom environment (teacher stressors, school security)
- physical/sensory disorders (allergy, blood sugar, eating, hearing, vision, seizure)
- developmental and learning disorders (learning disabilities, ADD/ADHD, language learning, severe communication)
- temperament and behaviour disorders (learning styles, anxiety, avoidant behaviours, conduct problems, potential dropouts, risk of suicide).

For the French edition, see page 45.

Teacher Intervention Practices (TIPS): A Companion Document to the *Teacher Alert System* (1992)
By the **Special Education Branch**

LRDC / Order #162024 / $3.10 / ECS–Grade 12

Teacher Intervention Practices (TIPS), a companion to *TAS*, helps teachers determine what type of intervention framework is effective and specific tactics for intervention. The intervention framework includes a management process and ways to develop community support. The behavioural index guides teachers to specific issues related to family and welfare, school and classroom environment, physical/sensory disorders, developmental and learning disorders, and temperament and behaviour disorders. Each issue includes a list of indicators, criteria for action, possible reasons for the behaviour, prevention, early intervention and sources of support.

For the French edition, see page 44.

Teaching Students with Learning Disabilities (1996)
Book 6 of the *Programming for Students with Special Needs* series
By the **Special Education Branch**

LRDC / Order #315699 / $20.40 / ECS–Grade 12 New!

This resource provides practical strategies for regular classroom and special education teachers. Section I discusses the conceptual model and applications of the domain model. Section II includes identification and program planning, addressing early identification, assessment, learning styles and long-range planning. Section III contains practical strategies within specific domains including metacognitive, information processing, communication, academic and social/adaptive. Section IV addresses other learning difficulties including attention-deficit/ hyperactivity disorder and fetal alcohol syndrome/possible prenatal alcohol-related effects. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

For information on the *Programming for Students with Special Needs* series, see pages 27–29.

Integrating Physically Disabled Students into Physical Education (1985)
By the **Special Education Branch**

LRDC / Order #161084 / $4.00 / ECS–Grade 9

This document helps teachers integrate students with physical disabilities into physical education. These disabilities include obesity, asthma, epilepsy, diabetes, as well as more severe disabilities. This manual also includes suggestions for teaching students who are deaf or hard of hearing and students with visual impairments.

Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Disability (1994)
By **Fitness Canada and the Active Living Alliance for Canadians with a Disability**

ECS–Grade 12

Moving to Inclusion . . . is part of the Canadian Government's five-year National Integration Strategy to facilitate the inclusion of people with disabilities into society. The purpose of this initiative is to help teachers include students with disabilities in the physical education class. The booklets are: introduction, amputation, deaf or hard of hearing, cerebral palsy, intellectual disability, multiple disabilities, skiing, visual impairment and wheelchair.

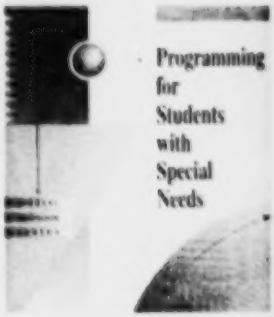
Order directly from:

CIRA/CAHPER
1600 James Naismith Drive
Gloucester, Ontario K1B 5N4
Telephone: (613) 748–5639 or
(613) 748–5622
Fax: (613) 748–5737

PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

SERIES

Programming for Students with Special Needs (1995)
By the **Special Education Branch**



Complete Package Includes:
Books 1–5 plus one binder.
LRDC / Order #292847 / $42.90
ECS–Grade 12

THE BOOKS CAN ALSO BE PURCHASED INDIVIDUALLY.

Book 1 — Teaching for Student Differences (1995)

LRDC / Order #292855 / $12.00 / ECS–Grade 12

Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It also describes a process for modifying the regular program and includes forms to assist in teacher planning.

Book 2 — Essential and Supportive Skills for Students with Developmental Disabilities (1995)

LRDC / Order #292863 / $13.00 / ECS–Grade 12

Includes developmental checklists for communication skills, gross and fine motor skills, as well as charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development). It replaces the Alberta Education curricula (1983) for educable mentally handicapped, trainable mentally handicapped and dependent mentally handicapped students.

Book 3 — Individualized Program Plans (IPPs) (1995)

LRDC / Order #292871 / $7.10 / ECS–Grade 12

This resource describes a process for IPP development and includes strategies for involving parents. It provides information on writing long-term goals and short-term objectives. Forms and checklists are included to assist in planning. Transition planning is also addressed, along with case studies and samples of completed IPPs.

Book 4 — Teaching Students who are Deaf or Hard of Hearing (1995)

LRDC / Order #292889 / $8.10 / ECS–Grade 12

Includes information on the nature of hearing loss, various communication systems, program planning and teaching strategies, and a section on amplification and educational technologies which includes hints for troubleshooting hearing aids and FM systems.

Book 5 — Teaching Students with Visual Impairments (1996)

LRDC / Order #292904 / $4.30 / ECS–Grade 12

This resource offers basic information to help provide successful school experiences for students who are blind or visually impaired. The information in this book addresses:

- the nature of visual impairment
- educational implications
- specific needs
- instructional strategies
- the importance of orientation and mobility instruction
- the use of technology.

PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

NOTE: THE FOLLOWING TWO BOOKS ARE PART OF THE SERIES BUT MUST BE PURCHASED INDIVIDUALLY.

Book 6 — Teaching Students with Learning Disabilities (1996)

LRDC / Order #315699 / $20.40 / ECS–Grade 12 New!

This resource provides practical strategies for regular classroom and special education teachers. Section I discusses the conceptual model and applications of the domain model. Section II includes identification and program planning, addressing early identification, assessment, learning styles and long-range planning. Section III contains practical strategies within specific domains including metacognitive, information processing, communication, academic and social/adaptive. Section IV addresses other learning difficulties including attention-deficit/ hyperactivity disorder and fetal alcohol syndrome/possible prenatal alcohol-related effects. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

Book 7 — Teaching Students who are Gifted and Talented (Expected release date is mid-1998)

LRDC / Order #TBA / $TBA / ECS–Grade 12

Currently under development in collaboration with the Calgary Board of Education.

Paired Reading: Positive Reading Practice : A Training Videotape with Accompanying Manual (1991)

Video

See page 48.

Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students (1988)
By **Lynn K. Rhodes and Curt Dudley-Marling**

LRDC / Order #304220 / $48.35

Readers and Writers with a Difference presents a holistic teaching perspective based on the philosophy that when learning is meaningful, students learn. The resource includes strategies which encourage the reading and writing development of learning disabled and remedial readers. These strategies are models for assessment and instuction and teachers will need to modify them according to individual styles and needs. The strategies are included in chapters dealing with:

- an observational approach to assessing reading and writing
- planning instruction
- designing environments for literacy development
- developing fluency in reading and writing
- reading and writing instruction
- composition and transcription instruction.

Enhancing Social Skills in the Classroom (E.C.S. to Grade 3): A Manual for Instructors (1991)
By the **Special Education Branch**

LRDC / Order #161563 / $9.90 / ECS–Grade 3

The instructor's manual contains 10, two-hour training sessions intended for regular classroom teachers of students in Grades 1–3. The training sessions present an approach to enhancing social skills and cover topics including:

- social skills in school
- good and poor social skills
- factors contributing to positive behaviour
- prevention of negative behaviour
- assessment of social skills development
- targeting good social skills
- tracking social skills
- integration strategies
- problem-solving approach to behaviour management
- social skills instruction.

The sessions are intended to be modified and used flexibly to meet the needs of teachers.

Enhancing Social Skills in the Classroom (E.C.S. to Grade 3): Participant's Handouts (1991)
By the **Special Education Branch**

LRDC / Order #161571 / $7.95 / ECS–Grade 3

The participant's handouts are designed to accompany the manual.

Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills (1980)
By **Arnold P. Goldstein, Robert P. Sprafkin and N. Jane Gershaw**
Champaign, IL: Research Press Co.

LRDC / Order #294520 / $23.75 / Grades 7–12

This book's major focus is social skill deficiency and its remediation through a skill training approach called structured learning. Structured learning is designed to teach adolescents social skills, planning skills, skills for dealing with feelings, skill alternatives to aggression and skills for responding effectively to stress. Screening and implementation procedures, prosocial skills and their behavioural steps, and lesson plans are included.

Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills (1984)
By **Ellen McGinnis and Arnold P. Goldstein**
Champaign, IL: Research Press Co./Colwell Systems

LRDC / Order #153817 / $23.75 / Grades 1–6

The resource provides a detailed description of the components of structured learning and offers screening procedures to help identify students who are deficient in prosocial skills and their specific skill strengths and weaknesses. It presents a step-by-step guide for the implementation of structured learning with young students. A full listing of prosocial skills and their behavioural steps, lesson plans and suggested application situations are also included.

Walker Social Skills Curriculum: The ACCEPTS Program (1983)
By **Hill M. Walker et al.**
Austin, TX: Pro-Ed

LRDC / Order #294950 / $87.75 / ECS–Grade 6

The *ACCEPTS* program is designed for use with students with mild and moderate disabilities enrolled in special education or regular classroom settings. It offers an effective means of teaching students important social-behavioural competencies. Skills are grouped into five major content areas: classroom, basic interaction, getting along, making friends and coping. The *ACCEPTS* curriculum contains the following elements: a placement test, instructional procedures, scripts for teaching social skills, role-play activities, activities to use in varied group settings and behaviour management procedures. Although the curriculum content can be taught using a variety of instructional formats, the authors recommend using a small group format.

Walker Social Skills Curriculum: The ACCESS Program (1988)
By **Hill M. Walker et al.**
Toronto, ON: Psycan Corporation

LRDC / Order #295081 / $100.25 / Grades 7–12

The *ACCESS* program is a companion to *ACCEPTS* and is designed to improve the social competence levels of adolescent students with mild and moderate disabilities. The curriculum teaches mastery of social skills in three domains: peer-related, adult-related and self-related. For each social skill taught, there are clear definitions and specifications, examples of current applications, opportunities for practising and correction, and reteaching procedures. It is recommended that the program be taught in small group arrangements.

Awareness Series — Visual Impairments (1995)
See page 6.

Teaching Students with Visual Impairments (1996)
Book 5 of the *Programming for Students with Special Needs* series
By the **Special Education Branch**

LRDC / Order #292904 / $4.30 / ECS–Grade 12

This resource offers basic information to help provide successful school experiences for students who are blind or visually impaired. The information in this book addresses:

- the nature of visual impairment
- educational implications
- specific needs
- instructional strategies
- the importance of orientation and mobility instruction
- the use of technology.

For information on the *Programming for Students with Special Needs* series, see pages 27–29.

Vision Video: Integrating the Visually Impaired Student in the 90's (1993)
See page 49.

Video

Alberta Career Events: A Planning Guide and Workbook for Counsellors and Teachers (1992)
By the **Special Education Branch**

LRDC / Order #221987 / $1.70 / ECS–Grade 12

This guide and workbook for school counsellors and teachers discusses how to plan and host a major career event. The strategies and recommendations are the result of many successful career events held throughout Alberta over several years.

Bereavement and Loss Manual: For Administrators and Teachers (1992)
By the **Special Education Branch**

LRDC / Order #162032 / $4.00 / ECS–Grade 12

This manual helps school personnel develop a crisis management plan for use in the event of a death of a staff member or student, whether through illness, by accident or by suicide.

Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice: A Program Development and Validation Checklist
By the **Special Education Branch**

New!

LRDC / Order #TBA / $TBA

Based on the comprehensive school guidance and counselling program the sixteen guidelines will help schools; i.e., principals and counsellors develop and validate quality programs and services. The guidelines are organized into four key categories: philosophy and goals; program development, implementation, coordination and evaluation; delivery of service; and professional development and staff effectiveness. These guidelines were developed in cooperation with guidance and counselling specialists throughout the province and are designed to improve the quality of education through access to excellent programs so that young people can lead fulfilling and productive lives.

Creating a Career Skills Portfolio
By the **Special Education Branch**

New!

LRDC / Order #TBA / $TBA / Grades 10–12

This resource is a guide to help:

- school and business leaders work together to develop a student portfolio sample that will promote skills for success in school, training and work
- students identify skills and prepare portfolios that showcase their strengths and abilities.

The resource has two components. The first is a Career Skills Portfolio sample highlighting academic, personal management and teamwork skills. The second is an Implementation Handbook which outlines the process for: the formation of partnerships, development of portfolios in schools and use of portfolios in local business communities.

Creating a Positive Place Called School: Issues, Strategies and Resources: Elementary School Counselling (1994)
By the **Special Education Branch**

LRDC / Order #281171 / $7.00 / Grades 1–6

This handbook was written for counsellors, teachers and administrators involved in elementary school counselling services. It is divided into the following sections:

- What is Elementary Counselling All About? Deals with key components of counselling programs and services.
- What are the Referral Issues? Focuses on the various issues that face counsellors and others on the student support team.
- What are the Strategies? Outlines selected strategies to help resolve the issues.
- What are Some Resources? Contains an annotated compilation of resources used successfully by counsellors in Alberta schools.
- Appendices: contain sample forms.

Developing School-Based Guidance and Counselling Programs in Alberta Schools (1990)
By the **Special Education Branch**

LRDC / Order #159196 / $2.60 / Grades 1–12

This monograph highlights the various services and programs available for elementary, junior and senior high schools in the form of checklists. Sample resource lists accompany each of the three levels. These checklists may be used as a guide and/or monitoring form to help schools identify their particular approaches and resources for guidance and counselling.

Everyday Career Development: Concepts and Practices — A Guidebook for Secondary School Educators (1994)
By the **Special Education Branch**

Participant Guide / LRDC / Order #277211 / $10.65

Facilitator Guide / LRDC / Order #277203 / $5.50

Grades 10–12

The *Participant Guide* helps guidance counsellors work through a "lock-step" process of career planning. The resource contains information which can be shared with students to help them make more informed and realistic choices regarding course selections and post-high school activities. Chapters include: a new career development paradigm, what is career development today, everyday career development, everyday work dynamic analysis, career building, and learning within, beside and beyond school. The accompanying *Facilitator Guide* helps the facilitator structure the course, provides some of the necessary props; e.g., transparency masters, and offers tips on course delivery.

From Position to Program: Building A Comprehensive School Guidance and Counselling Program: Planning and Resource Guide (1995)
By the **Special Education Branch**

LRDC / Order #303818 / $17.45 / Grades 1–12

This new resource and planning guide is written primarily for school counsellors, teachers and administrators involved in establishing comprehensive school guidance and counselling programs and services. It includes:

- a general model and its characteristics
- three models for the delivery of a program and associated roles
- key issues facing school counsellors
- an exemplary program at each school level
- suggestions for designing a program
- ideas and strategies for assessing a program.

(See page 40 for a list of resources for this guide.)

Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools (1994)
By the **Special Education Branch**

LRDC / Order #281147 / $6.15 / ECS–Grade 12

This monograph outlines the nature of an outcome-based approach and presents a model for outcome-based comprehensive school guidance and counselling. It describes the role of evaluation and provides sample student outcomes, a sample counselling program plan, an annotated list for further information, sample monitoring forms and informal evaluation tools.

Promising Practices in School Counselling
By the **Special Education Branch**

Special Education / $N/C / ECS–Grade 12

These articles highlight commendable practices:

1994:	1:1	Innovative Job Information System at Warburg School
	1:2	The Lions-Quest Affiliate Trainer Program: Making Schools Healthier, Happier Places for Students, Educators and Community Members
	1:3	Facilitating the Growth of a Special Population: Counselling Native Students
	1:4	Restructuring Student Support Services: A Counsellor's Role in a Team Approach
	1:5	Creating a Positive Place Called School: Infusing Self-esteem in an Elementary School
	1:6	Dynamic Duo-Parents and Educators Collaborate to Chart the Career Journey for High School Students
1995:	2:1	Financial Awards Program: Recognizing Academic Excellence and Student Talent
	2:2	Recognizing Career Days: An Efficient Approach
	2:3	"Coaches" to the Learning Process: The Teacher Advisory System
	2:4	Bully-Proofing Your School: Teaching Strategies for Success
	2:5	Improving School Climate: A Strategic Planning Model.
	3:1	School Wellness Centre: Partners in Action
	3:2	Investigating Career Possibilities with a Fresh Pair of Eyes
1996:	4:1	Peacemakers: Students Develop Important Skills to Resolve Conflicts
	4:2	"It is easier to train a young horse in the corral rather than later on the open range." The Developmental/Preventive Approach
	4:3	Lifeskills: Nurturing Resilience and Promoting Social Competence in Students
	4:4	Extending Bully-Proofing to the School Bus: The Rolling Classroom — Part II
1997:	4:5	"Beyonders" in the School Counselling Profession: The Murray Jampolsky Memorial Award for Outstanding Practicing Counsellor

Resources for Comprehensive Guidance & Counselling Programs: An Annotated List for Counsellors, Teachers, Administrators (1996)
By the **Special Education Branch**

Special Education / $N/C / ECS–Grade 12 New!

This annotated list of suggested resources is designed to assist schools in the selection of materials to support comprehensive guidance and counselling. All of the materials — books, videos and kits — have been carefully reviewed and endorsed by counsellors. This list is intended to be used with *From Position to Program . . .* (see page 38). The resources are in three mains areas of guidance and counselling; i.e., career, educational and personal/social. Audience, producer, distributor, and price are included for each annotated resource.

Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators (1987)
By the **Special Education Branch**

LRDC / Order #161331 / $4.00 / Grades 7–12

The manual enhances and complements the health and personal life skills, and the career and life management curricula. It is intended for teachers, counsellors and administrators, and provides information to help school personnel develop plans for prevention and crisis intervention.

Understanding Depression and Suicide: Student Booklet (1987)
By the **Special Education Branch**

LRDC / Order #158974 / $4.90 / Grades 7–12

The student booklet provides students with basic information about suicide. It describes the symptoms of depression and several important signs that indicate a person may be contemplating suicide. General guidelines are provided to help the student deal with such a situation.

Adaptation scolaire — Bibliographie annotée (1991, 1994, 1997)
Par la **Direction de l'éducation française**

Commandez directement de la :

Direction de l'éducation française / sans frais
9e étage, 11160 avenue Jasper, Edmonton, Alberta, T5K 0L2;
Téléphone (403) 427–2940; Télécopieur (403) 422–1947
Maternelle–12

Cette bibliographie annotée fait le bilan des ressources françaises considérées comme étant les plus appropriées, actuellement, dans le domaine de l'adaptation scolaire. L'outil peut servir tant pour l'enseignant-titulaire que pour le personnel spécialisé dans le choix judicieux de ressources d'apprentissage et professionnelles dans le domaine de l'adaptation scolaire. Ce document ne se veut pas exhaustif et les ressources énumérées sont données strictement à titre de suggestion. Cette resource fera l'objet d'une mise à jour continue commençant à l'automne 1997; les annotations ajoutées seront diffusées par moyens électroniques.

Découvrons ensemble — Documentation de sensibilisation aux déficiences
Par **Secrétariat d'État du Canada**

Maternelle–8

Cette trousse avec des composantes à l'imprimé et à l'audio, présentée par le Secrétariat d'État du Canada et la société Man in Motion World Tour, est une ressource qui a pour but de sensibiliser les élèves de la maternelle à la 8e année aux besoins et aux habiletés des personnes handicapées. On y aborde la déficience visuelle, la déficience auditive, la déficience motrice, la déficience intellectuelle, le trouble d'apprentissage et les problèmes de santé mentale et les déficiences invisibles.

Commandez directement du :

Secrétariat d'État du Canada
Programme de participation des personnes handicapées
25, rue Eddy, bureau 13A5
Hull, QC K1A 0M5

Élèves en difficulté d'adaptation et d'apprentissage
Par **Georgette Goupil**

LRDC / N° de commande 189490 / 28,35 $ / Maternelle–12

Ce texte présente de façon détaillée les difficultés d'adaptation et d'apprentissage. On y retrouve pour les élèves en difficulté d'apprentissage ou de comportement, les élèves ayant une déficience intellectuelle, sensorielle ou physique, les définitions, les manifestations et les causes diverses des difficultés, les approches et les perspectives relativement aux difficultés ainsi qu'une démarche globale d'évaluation pour planifier une intervention personnalisée.

Guide de l'éducation pour les élèves ayant des besoins spéciaux
Par la **Direction de l'éducation française**

Commandez directement de la :

Direction de l'éducation française / sans frais
9e étage, 11160 avenue Jasper, Edmonton, Alberta, T5K 0L2;
Téléphone (403) 427–2940; Télécopieur (403) 422–1947
Maternelle–12

Le *Guide de l'éducation pour les élèves ayant des besoins spéciaux* est une traduction de *Guide to Education for Students with Special Needs* par la Special Education Branch. Le *Guide de l'éducation pour les élèves ayant des besoins spéciaux* énonce les exigences et les attentes en matière d'élaboration et de mise en oeuvre des programmes destinés aux élèves ayant des besoins spéciaux. Ces élèves requièrent des mesures d'apprentissage spécialisées afin de recevoir la meilleure éducation possible.

Intégration en mouvement
Par **ACLI/ACSEPL**

Maternelle–12

Cette série comprend neuf brochures-ressources spécifiques à diverses déficiences et visent à soutenir l'enseignant.e dans ses efforts d'intégration. La version abrégée, présentée dans une reliure à anneaux, se veut un outil de référence rapide. Les brochures spécifiques comportent des adaptations aux activités en éducation physique et d'autres paramètres comme l'évaluation, le matériel, les règles, les méthodes d'enseignement et les objectifs.

On y aborde : l'élève ayant une amputation, l'élève ayant la paralysie cérébrale, l'élève étant sourd, l'élève ayant une déficience intellectuelle, l'élève ayant des déficiences multiples, l'élève ayant une déficience visuelle et l'élève en fauteuil roulant.

Commandez directement de :

ACLI/ACSEPL
1600, promenade James Naismith
Gloucester, ON K1B 5N4
Téléphone: (613) 748–5639, (613) 748–5622
Télécopieur: (613) 748–5737

L'éducation physique pour les élèves ayant des besoins particuliers (1993)
Par **Manitoba / Bureau de l'éducation française**

LRDC / N° de commande 264862–21 / 4,70 $ / Maternelle–6

Ce document vise à faciliter l'intégration des élèves ayant des handicaps aux cours réguliers d'éducation physique. Le document familiarise les enseignants aux différents handicaps dont sont atteints certains élèves et énumère des conséquences et donne des conseils touchant les programmes d'activité physique.

Le plan d'intervention personnalisé en milieu scolaire
Par **Georgette Goupil**

LRDC / N° de commande 189507 / 21,75 $ / Maternelle–12

Ce texte de référence à l'intention des intervenants qui participent à l'élaboration du PIP présente de façon claire et concise, la manière d'élaborer un plan d'intervention dans un cadre où l'élève avec ses besoins spécifiques est au centre de la démarche.

Pratiques d'intervention à l'usage de l'enseignant
Par la **Direction de l'éducation française**

Maternelle–12

Ce document accompagne le document *Système d'alerte à l'usage de l'enseignant.* Il propose des cadres d'intervention, des tactiques spécifiques à partir des données fournies dans les grilles d'observation énumérées dans le premier document. On y retrouve : une description du problème, la gravité des indices, des raisons possibles de la difficulté, des moyens d'intervention et des sources d'appui.

On pourra se procurer ce document par l'entremise du Learning Resources Distributing Centre à l'automne 1997.

Série Sensibilisation
Par la **Direction de l'éducation française**

LRDC / N° de commande 337180 / 4,45 $ / Maternelle–12

Cette série comprend une quinzaine de brochures pour aider les intervenants, les élèves et les parents à composer avec des conditions médicales extraordinaires ou sur le plan de l'apprentissage dans la salle de classe. Les titres dans la série sont : les troubles affectifs, l'autisme, l'asthme, les allergies, le diabète, la déficience visuelle, les difficultés d'apprentissage, l'épilepsie, la paralysie cérébrale, le spina bifida, la dystrophie musculaire, le syndrome de l'alcoolisme foetal, le syndrome de Down et le syndrome de Tourette.

Système d'alerte à l'usage de l'enseignant.e
Par la **Direction de l'éducation française**

Maternelle–12

Ce document vise à aider les intervenants à dépister les difficultés à partir de 30 grilles d'observation dans les domaines suivants : facteurs familiaux, facteurs reliés à la classe et au milieu scolaire, difficultés sur le plan physique ou sensoriel, troubles d'apprentissage et de développement, troubles de comportement.

On pourra se procurer ce document par l'entremise du Learning Resources Distributing Centre à l'automne 1997.

VIDEOS

Answers to ADD, The School Success Tool Kit: Video (1992)
By **John F. Taylor**
Oregon: Sun Media

LRDC / Order #292136 / $35.80 / ECS–Grade 12 / 102 minutes

This video has strategies for teachers and parents. The categories are: forming a team, staying on task, taking better notes and staying organized, reducing fidgets/squirmies, maintaining an "I-can-do-it" feeling, winning the homework war and using subject-area strategies.

How Difficult Can This Be? Understanding Learning Disabilities: The F.A.T. City Workshop (1989)
Etobicoke, Ontario: PBS and Visual Educational Centre

ACCESS / Order #3755 / 70 minutes

This video allows the viewer to look at the world through the eyes of students with learning disabilities. It features a unique workshop attended by parents, educators, psychologists and social workers. They participate in a series of classroom activities which cause frustration, anxiety and tension.

To order videos from ACCESS:
☎ (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

VIDEOS

Meeting the Challenge: Serving the Behaviorally Disordered (1989)

ACCESS / Order #2755 / Grades 1–3 / 60 minutes

Designed for classroom teachers who have students with mild behaviour disorders, this video uses case studies to demonstrate family conferences, tangible reinforcers, voluntary time out and written contracts. It also includes interviews with psychologists and administrators, and presents viewer questions and panel responses.

Native Awareness: Behind the Mask

ACCESS / Order #2785 / Grades 7–9 / 30 minutes

This video helps educators increase their knowledge and awareness of Native culture and lifestyles in order to meet the needs of Native students in the classroom. Through interviews and narration, the themes of stereotyping, diversity and Native culture are addressed. The program concludes with educators sharing ideas and suggestions for meeting the needs of the Aboriginal leader. A workshop leader's guide is included.

On Cue II: The Integration of Students with Special Needs (1992)

ACCESS / Order #3374 / ECS–Grade 3 / 30 minutes

This video program provides teachers, administrators and the public with information on the integration of students with special needs into the regular school system. It also describes the present and future direction of integration.

To order videos from ACCESS:
☎ (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

VIDEOS

Paired Reading: Positive Reading Practice: A Training Videotape with Accompanying Manual (1991)
By the **Northern Alberta Reading Specialists' Council/ Filmwest Associates Distribution Ltd.**

LRDC / Order #242131 / $100.60 / ECS–Grade 12

This package includes a two-part video and an 80-page manual. It was designed by Canadian literacy experts for the improvement of literacy at many levels and for all age groups. The videotape demonstrates the key principles and characteristics of paired reading in a variety of contexts; e.g., positive, preventative, remedial, etc. The manual presents research and outlines appropriate ways to establish paired reading situations. For the coordinator of projects and workshops, there are samples of inservice handouts, letters to initiate projects and evaluation sheets that may be adapted or duplicated for use in training workshops.

Serving the Gifted and Talented (1987, 1988)

ACCESS / Grades 1–9 / Six, 30-minute programs

Designed to accompany *Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers* (page 15), the video series includes the following titles:

Order #	Titles
2763–01	Overview: Bright Kids are Like This
2763–02	Putting it all Together
2763–03	Identification: Stairway to Discovery
2763–04	Important Teaching Areas: Part I
2763–05	Important Teaching Areas: Part II
2763–06	Evaluation: Keys to Improvement.

To order videos from ACCESS:
☎ (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

VIDEOS

Towards Inclusive Education (1993)

ACCESS / Order #3470 / ECS–Grade 12 / Three, 30-minute programs

Towards Inclusive Education is a video series that portrays the strategies administrators and teachers use to meet the challenges of integration in their schools and classrooms. The programs feature examples from all grade levels and for a variety of exceptional needs. The video uses real-life examples to provide strategies.

Order #	Titles
3470–01	Planning and Team Building
3470–02	Teaching Strategies
3470–03	Multilevel Instruction

Vision Video: Integrating the Visually Impaired Student in the 90's (1993)

ACCESS / Order #3664 / ECS–Grade 12

The Vision Video . . . provides inservice training for classroom teachers and administrators who have students with visual impairments integrated into their school settings. The video demonstrates:

- specific teaching methods and adaptations necessary for successful integration of students who use braille and those with limited visual impairments
- current technology which can assist students with visual impairments and their teachers
- partnerships between itinerant vision teachers, regular classroom teachers, parents and students.

To order videos from ACCESS:
☎ (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

VIDEOS

Working Together: Management and Treatment of Epilepsy: It's a Team Effort (1990)
By the **Edmonton Epilepsy Association/ Active 20–30 Club of Central Edmonton**

ACCESS / Order #63407 / ECS–Grade 12 / 18 minutes

This video discusses a team approach to diagnosing and treating people with epilepsy. It involves epilepsy associations, the education system, the medical community and the families and friends of those with epilepsy. It defines epilepsy, discusses the types of epilepsy and the hidden signs that are hard to diagnose. The video demonstrates the steps and tests taken at the University of Alberta Hospital to diagnose epilepsy. It concludes by outlining the various services that epilepsy associations provide. A manual entitled *Epilepsy in Education* accompanies the video.

To order videos from ACCESS:
☎ (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

LASER DISCS

Improving Classroom Behavior: A Preventive Approach (1992)

ACCESS / Order #3336 / $200.00 / ECS–Grade 6

This laser disc helps teachers develop strategies to prevent behaviour problems from occurring or escalating. The program focuses on techniques that teachers use every day to help students become independent and cooperative learners. Includes a workbook for teachers and administrators. Videodisc is a program that requires a barcode reader and/or remote-control pad.

Let Your Fingers Do the Talking: Deaf Awareness Revised Edition (1987)

ACCESS / Order #2722 / $106.00

This laser disc teaches the basics of American Sign Language, including the alphabet, fingerspelling, numbers, work signs and simple phrases. A short test follows each section. (Plays on Sony LDP 1000 or 1000A and Sony 2000 series player with level II adapter.)

To order laser discs from ACCESS:
☎ (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

A

ABC's for Success, 4
ACCEPTS Program, 33
ACCESS Program, 33
Accommodating Student Differences, 15
Adaptation scolaire — Bibliographie annotée, 41
ADD Hyperactivity Handbook for Schools, 4
Alberta Career Events, 35
Answers to ADD, The School Success Tool Kit, 46
Art of Working Together, 23
Assessment and Consultation Services, 2
Awareness Series, 6

B

Behavior Challenges, 8
Behavior Disorders in Schools, 8
Bereavement and Loss Manual, 35
Building a Comprehensive School Guidance and Counselling Program, 38

C

Classroom Behavior, 9
Comprehensive School Guidance ... Guidelines for Practice, 35
Creating a Career Skills Portfolio, 36
Creating a Positive Place Called School, 36

D

Découvrons ensemble, 41
Developing School-based Guidance and Counselling Programs in Alberta Schools, 37
Discover Together, 6

E

ECS Program Unit Funding, 13
Educating Gifted & Talented Students in Alberta, 15
Educational Unit on Deafness for Hearing Students, 10
Educator's In-Service Program on Attention Deficit Disorders, 5
Élèves en difficulté d'adaptation et d'apprentissage, 42
Enhancing Social Skills in the Classroom, 31

Essential and Supportive Skills for Students with Developmental Disabilities, 12, 27
Everyday Career Development, 37
Exceptions: A Handbook of Inclusion Activities, 21

F

F.A.T. City, 46
From Position to Program: Building a Comprehensive School Guidance and Counselling Program, 38

G

Guide to Education for Students with Special Needs, 17
Guide de l'éducation pour les élèves ayant des besoins spéciaux, 42
Guidelines for Practice, 35

H

Handbook for Aboriginal Parents of Children with Special Needs, 1
How Difficult Can This Be? Understanding Learning Disabilities, 46
How to Reach and Teach ADD/ADHD Children, 5

I

Improving Classroom Behavior, 51
Individualized Program Plans, 17, 28
Instructional Strategies for Students with Special Needs, 21
Integrating Physically Disabled Students into Physical Education, 26
Intégration en mouvement, 43

L

Language Arts Programming Suggestions for Hearing Impaired Students in Elementary Schools, 10
L'éducation physique pour les élèves ayant des besoins particuliers, 43
Le plan d'intervention personnalisé en milieu scolaire, 44
Let Your Fingers Do the Talking, 51

M

Meeting the Challenge, 47
Moving to Inclusion, 26
Moving to the Future, 38

N-O

Native Awareness, 47
Native Library Resources for Elementary, Junior and Senior High Schools, 1, 7
On Cue II: The Integration of Students with Special Needs, 47

P

Paired Reading: Positive Reading Practice, 48
Partners During Changing Times, 18
Pratiques d'intervention à l'usage de l'enseignant, 44
Programming for Students with Special Needs, 27–29
Promising Assessment Models and Practices, 2
Promising Practices in School Counselling, 39
Promising Practices in Service Coordination, 18, 23
Promising Practices in Special Education, 19, 22

R

Readers and Writers with a Difference, 30
Resources for Comprehensive Guidance and Counselling Programs, 40

S

Série Sensibilisation, 44
Serving the Gifted and Talented, 48
Skillstreaming the Adolescent, 32
Skillstreaming the Elementary School Child, 32
Standards for Psycho-educational Assessment, 2
Step-by-Step, 12
Suicide Prevention and Coping, 40
Système d'alerte à l'usage de l'enseignant.e, 45

T

Teacher Alert System (TAS), 24
Teacher Intervention Practices (TIPS), 25
Teaching for Student Differences, 27
Teaching Students who are Deaf or Hard of Hearing, 11, 28
Teaching Students who are Gifted and Talented, 16, 29
Teaching Students with Fetal Alcohol Syndrome, 14
Teaching Students with Learning Disabilities, 25, 29
Teaching Students with Visual Impairments, 28, 34
Towards Inclusive Education, 49

U

Understanding Depression and Suicide, 40
Understanding Students' Needs, 3

V

Vision Video, 49

W

Walker Social Skills Curriculum: The ACCEPTS Program, 33
Walker Social Skills Curriculum: The ACCESS Program, 33
Working Together: Management and Treatment of Epilepsy, 50

Y

Young Offender Information Sharing Protocol, 20

ACCESS Order Information

ACCESS Network
Media Resource Centre
3720 – 76 Ave.
Edmonton, AB T6B 2N9

Telephone: (403) 440–7729
Fax: (403) 440–8899

Please confirm with ACCESS the availability, price and expiry dates of their productions. Include the ACCESS order number with your order.

Special Education Branch, Alberta Education
Order Form

SHIPPING: Date: _____

Send to: _____
(Please print clearly)

Address: _____

_____

_____
(Complete address including Postal Code)

Telephone: _____ Fax: _____

QUANTITY	NAME OF DOCUMENT/PUBLICATION

FORWARD ORDER FORM TO:

Special Education Branch, Alberta Education
10th Floor East, Devonian Building
11160 Jasper Ave.
Edmonton, AB T5K 0L2
Telephone: (403) 422-6326 or 310-0000 (Toll free in Alberta)
Fax: (403) 422-2039

For information on resources marked TBA, please contact the Resource Development Unit of the branch.

May 1997

Reproducible -- Please photocopy.

ORDER FORM

LEARNING RESOURCES DISTRIBUTING CENTRE

Customer Service & Marketing
12360 – 142 St. NW
Edmonton, AB T5L 4X9

Phone (403) 427-5775
Fax (403) 422-9750
Toll-free 310-0000 (in Alberta)

Date: _____
P.O.# _____

BILL TO: (Please Print)

NAME: _____

ADDRESS: _____

CITY: _____

PROVINCE: _____ POSTAL CODE: _____

TELEPHONE: ( ) _____

SHIP TO: (Complete only if different from Bill To)

NAME: _____

ADDRESS: _____

CITY: _____

PROVINCE: _____ POSTAL CODE: _____

TELEPHONE: ( ) _____

METHOD OF PAYMENT

- ☐ VISA NO. _____ EXPIRY DATE: _____
- ☐ MASTERCARD NO. _____ EXPIRY DATE: _____
- ☐ MONEY ORDER/CHEQUE
- ☐ CASH

AMOUNT ENCLOSED: _____ CUSTOMER SIGNATURE: _____

METHOD OF SHIPPING:
- ☐ PICKUP (please supply phone number) 3 to 4 working days from date of order
- ☐ MAIL – 5 to 6 working days (prepaid by LRDC to Alberta destinations)

QTY	PRODUCT ORDER NO.	DESCRIPTION	SELLING PRICE	EXTENSION

RETURN POLICY: *The following conditions apply to products being returned.*
LRDC may accept a product for return up to four months from the date it shipped. Products must be unsaleable condition. You will be charged a restocking fee of up to 15%. For detailed information, refer to the "General Information" section of the Buyers Guide or call our Customer Service & Marketing Unit.

SUB-TOTAL	
ADD 7% GST	
TOTAL	

AE/SPED/LRDC **96-03-11**

Reproducible -- Please photocopy.

© 1997. Published and distributed by the Special Education Branch.